Alpine Certification Guide

PROFESSIONAL SKI INSTRUCTORS OF AMERICA

NW

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Introduction

PSIA-NW Mission Statement

Provide high quality educational resources and well-defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and Nordic winter sports.

The Purpose Of This Guide

The purpose of this guide is to provide exam candidates, training directors, and examiners with an established outline to reference while preparing for, participating in, and administering the PSIA-NW Certification Level I, II, and III exams. This guide provides a framework to work from as candidates develop their skills, trainers assist in their development, and examiners validate the results. The guide is intended to provide an outline for the interested parties and is by no means a complete educational training document. It is the responsibility of all interested parties to supplement their development with additional materials and resources. *No one person, document, or resource can prepare an individual for their certification process. Rather a combination of individuals, information and resources will provide the best blend of expertise for a well-rounded training pathway.*

Please take responsibility to familiarize yourself with the policies, procedures, formats, and testing criteria before embarking on your certification pathway. If at anytime in your training program or testing process you need clarification, it is your responsibility to ask qualified individuals for clarity. If you choose not to question and research the information, you will probably end up with a less than accurate perspective on the certification process. This perspective is bound to influence the outcome. Be accountable for your success!

Individuals to direct question and comment to:

- PSIA-NW office - (206) 244-8541
- Education, Technical, and Certification Vice Presidents
- Tech Team Members
- Training Directors
- Ski School Directors/Owners
- PSIA-NW Board of Directors

Industry Information

The basic organizations representing skiing in the United States are:

The Professional Ski Instructors of America (PSIA). PSIA is a national member-oriented organization that represents over 20,000 ski instructors in the United States. PSIA is composed of nine regional divisions. PSIA-Northwest Division is one of those divisions and represents ski instructors and ski schools in Washington, Oregon and parts of Idaho.

PSIA Divisions:

1	PSIA-A	Alaska Division
2	PSIA-C	Central Division
3	PSIA-E	Eastern Division
4	PSIA-I	Intermountain Division
5	PSIA-N	Northern Intermountain Division
6	PSIA-NRM	Northern Rocky Mountain Division
7	PSIA-NW	Northwest Division
8	PSIA-RM	Rocky Mountain Division
9	PSIA-W	Western Division

The United Ski Industries Association (USIA). This organization is composed of the ski area operators and the ski manufacturers and suppliers who work within the United States. USIA serves as both an educational and marketing organization for the ski industry, and helps to establish uniform standards for operations within ski areas across the country. USIA also markets skiing to the general public. Formerly the functions of this organization were carried out by the National Ski Areas Association (NSAA), and the Ski Industries America (SIA). The merger of these two organizations resulted in the creating of USIA.

The National Ski Retailers Association (NSRA). This organization represents the interests of those who sell a variety of ski related lines in the United States. Training in customer service, shop organization, sales, rental, repair, and installation are just a few of the areas addressed by ski retailers. This group encourages the establishment of high standards in providing service to skiers. They work closely with manufacturers and instructors on programs such as the professional equipment discount program that is available to qualified members of PSIA.

Establishing a strong working relationship with ski retailers and supporting their business makes good sense for every instructor. Instructors are members of the ski industry family, and have an obligation to be supportive to other members of the family.

The National Ski Patrol (NSP). The National Ski Patrol is the world's largest winter rescue organization. The Patrol provides training to it's members in Winter Emergency Care, avalanche control work, lift evacuations, toboggan handling, and skiing proficiency. The Patrol works to care for the injured or those having difficulty in the mountain environment, but their primary work is in preventing the problems that can confront those involved in outdoor winter activities through skier education.

The United States Ski Coaches Association (USSCA). This is the organization for all ski coaches within the country. This body provides coaches training and certification, and develops the standards for coaches. Like a ski instructor, the ski coach is trained to give support to a large segment of the ski competition community. They train children who are just getting started in ski competition, and the elite athletes who may be members of the U.S. Olympic Team.

The American Ski Federation (ASF). The ASF represents the ski industry in our nation's capital and deals with special interest groups and regulatory organizations from a legal and industry-wide perspective. ASF's efforts are essential to the future of the ski industry in the United States.

Registered Level

Registered Requirements

Alpine Registered National Outcomes

All references to ATS refer to the concepts of the American Teaching System, described in PSIA's Alpine Manual. Terminology consistent with the manual is used throughout this document. All references to class level refer to Levels 1 through 9 *in The American Teaching System: Alpine Skiing*, third edition. All references to skills and skill blending refer to balancing movements, rotary movements, edge-control movements, and pressure-control movements. The variety of turn shapes refers to short, medium, and long-radius turns.

All applicants for membership into PSIA-NW at the Registered level will be required to complete a written test. Successful completion of this test will be confirmed by the ski school training director to the division office when an individual applies for Registered level membership. The suggested program content should include the following as a minimum standard to provide the entry level ski instructor an overview of ski instruction.

No hour requirements have been placed on training for Registered instructors. It has been kept open-ended so that each division and ski school can tailor the instructional material to fit its own format and process. The amount of material to be presented suggests a minimum program of 20 to 30 hours.

Category A: PSIA Education
The instructor is able to...

1. General Information
    a. Introduction to PSIA
        1) discuss the history of PSIA
        2) discuss the organization of PSIA
        3) describe the philosophy of PSIA
        4) understand and discuss the purpose of PSIA
    b. Ski Industry
        1) discuss the role of ski instruction within the ski industry
        2) describe the organization of one's home ski area
        3) understand and discuss the teamwork aspect of home ski area operations
    c. Professionalism
        1) discuss basic principles and philosophies of professionalism
        2) discuss specific behaviors of ski instructor professionalism
        3) demonstrate professionalism at home ski area

Category B: American Teaching System (ATS) Education
The instructor is able to…

1. Introduction to ATS

a. ski Center Line reference maneuvers (No specific parameters are set for the performance of the maneuvers until Certified Level I. Registered instructors should be able to ski each maneuver in a basic form that will create understanding and encourage further development.)

1) ski wedge turns

2) ski wedge-christie turns with matching early and late in the turn

3) ski open-parallel turns

4) ski dynamic-parallel turns

b. ski variations of reference maneuvers in different on-hill situations

1) ski wedge turns on both steep or shallow terrain and discuss differences in skill blend

2) ski wedge-christie turns on both steep and shallow terrain and discuss differences in skill blend and matching

2. Class Organization and Handling

a. provide individual attention to students in a class lesson

b. handle a class in a safe and responsible manner

c. provide a lesson format based on the guidelines of ATS and one's home ski area

3. Risk Management

a. recite Your Responsibility Code

b. teach Your Responsibility Code to students at one's home area

c. practice class handling that demonstrates appropriate decision-making based on risk-management principles

4. Customer Service

a. discuss the philosophy of a student-centered and customer-service-oriented approach

b. relate various customer services at one's home ski area to ski school students

c. demonstrate customer-oriented behaviors with ski school students

Membership Procedure

Requirements: Written test signed by Training Director

PSIA-NW Dues: Renewable June 30 annually

PSIA National Dues: Optional

PSIA-NW Registered Level Written Exam

1. List 7 points of Your Responsibility Code.
2. Draw and label the signs used for trail/slope markers.
3. Outline your ski school accident procedure for handling a class injury.
4. Briefly describe how you would complete the following steps when meeting a class for the first time.

   A. Open communication lines.

   B. Equipment check.

   C. Assess students physical and psychological make-up.

   D. Develop appropriate lesson plan and terrain selection.

E. Summary at completion of lesson.

5. Explain the skills concept.
6. As it relates to ski instruction, what does Center Line mean to you?

Certified Level I

Level I Requirements

Alpine Certified Level I National Outcomes

All references to ATS refer to the concepts of the American Teaching System, described in PSIA's Alpine Manual. Terminology consistent with the manual is used throughout this document. All references to class level refer to Levels 1 through 9 *in The American Teaching System: Alpine Skiing*, third edition. All references to skills and skill blending refer to balancing movements, rotary movements, edge-control movements, and pressure-control movements. The variety of turn shapes refers to short, medium, and long-radius turns.

Category A: Skiing
The instructor is able to...

1. Free Skiing
   a. General
      1) ski basic parallel turns with pole swing and touch on groomed blue terrain
      2) consistently link turns with sustained rhythm
      3) maintain consistent speed by controlling the shape of a turn
      4) maintain a balanced stance throughout a series of turns
   b. Bumps: N/A
   c. Versatility
      1) ski a variety of turn sizes in a series of turns while maintaining speed control on groomed blue terrain
2. Demonstrations
   a. Wedge Turns
      1) demonstrate on the easiest of groomed green terrain
      2) demonstrate an appropriate blend of skills (considerate of snow conditions, equipment, terrain, etc.)
      3) demonstrate consistency throughout a series of turns
   b. Wedge-Christie Turns
      1) demonstrate on groomed green and the easiest of groomed blue terrain
      2) demonstrate an appropriate blend of skills (considerate of snow conditions, equipment, terrain, etc.)
      3) demonstrate consistency throughout a series of turns
      4) demonstrate matching with active steering of the inside leg

Category B: Teaching
The instructor is able to...

1. Knowledge
   a. recall Your Responsibility Code and discuss how to introduce it when teaching through Level 4
   b. recall the components of the Service Model and discuss how to incorporate them into a lesson

c. recognize the Teaching Model, Skiing Model, and the philosophy and principles of the ATS, and discuss how to use the system when teaching through Level 4

d. identify learning styles and give examples of how to recognize a student's learning preference

e. identify command and task styles of teaching and give examples of how to use them during a lesson

f. identify the student needs of specific groups, i.e., adults, children, women, or seniors

g. identify common behavior patterns of children as they develop

2. Application

a. teach the skiing public through Level 4

b. communicate information using basic techniques, such as eye contact, voice inflection, body language, and appropriate pacing of information

c. handle a class based on group energy level, conditions for the day, safety, and lesson content

d. meet the needs of specific groups, i.e., adults, children, women, seniors, etc.

e. describe skier services and activities at one's home area

Category C: Professional Knowledge

The instructor is able to…

1. Terminology

a. define and explain basic skiing terminology as described in ATS manuals

2. Equipment

a. identify equipment needs for skiers through Level 4

b. be familiar with the basic options, solutions and benefits that modern designs provide

3. Skiing Model/Skill Development

a. identify fundamental skiing skills

b. relate fundamental skills to skill development through Level 4

c. describe the Center Line reference maneuvers through wedge christie; identify similarities and differences for these maneuvers

d. identify phases of a turn

4. Movement Analysis

a. describe the basic movement patterns in skiers through Level 4

b. determine cause-and-effect relationships in problems commonly found in Levels 1-4

c. prepare a lesson plan, including exercises and tasks that target student needs and change the skier's performance

PSIA-NW Level I Policies And Procedures

1. Scheduling the Level I Exam:
   A. The Training Director schedules the exam.
   B. It is the Training Director's responsibility to notify the PSIA-NW office of the date of the exam and the estimated number of candidates two weeks prior to the scheduled exam.
   C. The PSIA-NW office will forward a packet containing all the necessary forms and information along with an invoice for the packet ($15 per candidate) and exam to the Ski School/TD for the administration of the exam.
   D. The Training Director will notify the PSIA-NW office as soon as possible of any substantial changes in the number of candidates that would require additional forms.
2. Registration for Level I Exam within ski school:

   Candidates:

   A. Complete the Level I curriculum.
   B. Complete a minimum of 10 teaching hours prior to taking the Level I exam.
   C. Confirm your intention to be a candidate for a scheduled exam to your Training Director.
   D. Complete the National Registered Written Test and submit to your Training Director for their signature.
   E. Complete the Level I exam application form and submit along with $15 exam fee (checks payable to PSIA-NW) to your Training Director.

   Training Directors:

   A. Ensure that the candidates have completed the Level I curriculum as part of their training and have met the National Outcomes in the teaching category during their 10 teaching hours.
   B. Ensure that timelines are established within your school that will allow an accurate estimate of the number of candidates within the two week PSIA-NW office notification deadline.
   C. Ensure that a completed National Registered Written Test, Level I exam application and $15 exam fee check are submitted to you prior to the exam.
3. The Exam :
   A. The Training Director (or designated Level I accrediter) will follow the Level I Exam Guidelines as established by PSIA-NW.
   B. The PSIA-NW Level I Exam Guidelines will be made available during the Level I Accreditations and at other such times as may be necessary.
4. Validating the Exam:

   Candidates:

   How to join PSIA and PSIA-NW:

   A. Pay $60 to become a National and a Divisional PSIA member ($30 National/$30 Divisional). Complete the PSIA-NW Membership application and forward to the PSIA-NW office.
   B. Dues may also be paid along with your Level I exam fee (see Level I Exam application). **Dues are payable within 30 days of successfully completing the Level I exam. After 30 days, without payment of dues, the Level I results become null and void**.
   C. Dues are renewable annually on June 30th.

D. Dues paid in March of the current year are renewable June 30th the following year. (If you successfully complete the Level I exam in March of 2001 and pay $60 dues on March 1, 2001, your renewal date will be on June 30, 2002).

Training Directors:

A. Training Directors are responsible for returning the completed exam packets to the PSIA-NW office **within 10 days of the completion of the exam**.

B. Packets will include:

- Completed National Written Tests for each candidate as applicable
- Completed Level I application forms for each candidate
- $15 exam fee for each candidate
- Any additional dues payments collected
- Office copies of exam documents (Level I National Standards/Outcomes and Master Assessment Sheets for each candidate)
- Evaluation forms as collected

C. If a Training Director **fails to comply with these Level I Policies and Procedures, he/she will lose his/her accreditation status for the remainder of current year and the following year**.

PSIA-NW Office:

A. The PSIA-NW office will process new members as soon as possible once they receive the completed Level I Exam packet from the TD/Ski School.

B. Non members will receive a courtesy billing by mail.

C. Level I certificates and pins will be sent by mail to successful candidates that become members within the 30 day deadline.

D. Every effort will be made to offer new members the extended membership benefit as outlined above if applicable.

Exam Process

The Certified Level I exam consists of an on-snow assessment with the evaluation of the current test figures. The scoring of the test figures is based on a pass/fail system. In addition to the on-snow session, an indoor session will consist of the following: a viewing of the ATS Video, a lecture, a question and answer session and a forty question written test administered by an accredited Training Director or a Divisional Staff Member of PSIA-NW. The candidate must pass the written test with a score of 75% or better. A suggested size for this exam is ten (10) candidates per group.

Grading

A pass/fail scoring system is used. Candidates must demonstrate the Certified Level I Outcomes in all three areas, skiing, teaching and technical, in order to qualify as a Certified Level I instructor.

Exam Format

The exam may be held by an accredited Training Director or Divisional Staff member at your ski school or you may attend a Division-sponsored Level I exam.

Suggested indoor pre-course: 1-3 hours

Indoor Written Test: 1 hour

On-Snow assessment: 2.5 hours

Areas of Evaluation

1. Skiing Skills: On Snow Assessment
2. Teaching Knowledge: Ten Hour Teaching Requirement
3. Professional Knowledge: Written Test

Skiing Tasks - Level I

Reference documents for the following descriptions can be found in: ATS II and ATS III, PSIA-NW Alpine Certification Guide, and Alpine Skiing - Technical Skills by Ellen Post Foster,

Hockey stop - From a tall stance in a straight run, quickly drop to a lower stance to pivot your skis beneath your upper body, coming to a stop quickly. Repeat each direction.

Open Parallel Turns - Balanced, rhythmical turns with no traverse, open stance, pole swing/touch timed with the edge change and weight transfer, skis remain parallel.

Side slip - In a side slip, the skier slips sideways down the hill with his/her skis pointing across the hill. Stand with skis tipped on uphill edges in a traverse position. Turn your head to look down the hill toward your direction of travel. Extend to flatten your skis in order to slip sideways down the hill. Flex slightly, moving your knees uphill, to edge sufficiently in order to control your speed of descent. To come to a stop, flex more to increase the edge angle on the snow surface.

Skating on Flat Terrain - Push off an angled, edged ski and glide onto the other ski. After pushing with one ski, bring it alongside the other ski before the next skating step. Repetitive skating with the same foot pushing off makes skating easier to learn. Remember to bring your skis together to glide between skating push-offs.

Straight run over shallow terrain, paddle turn out to stop - Demonstrate a balance stance with legs slightly flexed, hands and arms in front of body while in a straight run. Transferring weight from one ski to the other in a scissoring fashion, step across the fall line to a stop.

Traverse - Travel across the hill, with both skis tipped onto their uphill edges. Keep more of your weight on your downhill ski. Each ski should track and not slip or skid sideways, losing the edge. Stand in a balanced, vertical position with the uphill ski and the uphill side of the body slightly ahead.

Wedge Change-ups - Skiing straight down a gentle slope, alternate between straight run (in which skis are parallel) and wedge positions. Flex and extend your ankles, knees and torso to make smooth transitions from parallel to wedge and back to parallel positions. Use a flexing motion in conjunction with spreading the tails of the skis into a wedge. As the skis move farther away from the center of the body, the edge angle increases, slowing travel down the hill. Extend to flatten edges on the snow in order to pull skis back to a parallel position, increasing speed. Balance should remain over the center of each foot.

Wedge Christie Turns - As a turn is completed, a new turn is started with a rising motion by steering both skis towards the fall line, resulting in a wedge attitude. Before or in the fall-line, the skis become parallel through more active steering of the inside ski, using rounded turn shapes and no traversing. The matching of the skis may be demonstrated in a variety of places in the turn, including the beginning, middle, and end. Closure depends on speed, terrain or intent. A pole touch is optional.

Wedge Turns - Balanced stance; slow to moderate speed; steering of both skis with leg rotation; linked turns with no traverse; both skis maintaining contact with snow; no pole touch. Skis maintain a wedge attitude.

Refund Policy

No refunds will be given to candidates once the exam roster has been submitted. In the event of an injury prior to the exam, a written request for a refund, accompanied by a medical doctor's statement must be submitted to the PSIA-NW office within 7 days to obtain a refund.

Education Credit

All instructors taking the Certified Level I exam will be given one year of education credit.

Reinstatement Policy

Former or current PSIA-NW members requesting reinstatement of their prior certification level will need to make application and successfully complete the following requirements:

Dues: Alpine pays current PSIA-NW and PSIA dues, and up to a maximum of two years PSIA-NW back dues if applicable.

Ski School Recommendation: The current Training Director must submit a written recommendation for the individuals reinstatement.

On-Snow Assessment: The reinstatement assessment will be conducted to determine the qualifications of the candidate to meet the established exam standards. The standards are outlined in the National Certification Standards and Outcomes.

- Participate in a reinstatement assessment format, which is a one-day on snow session at an Exam Checkpoint Clinic. A one-year educational credit will be earned.

- Reinstatement will be at the individuals current assessed level; Certified Level I, II, or III.

Written Exam: A written exam will be administered at the Exam Checkpoint Clinic after your evaluation. See your newsletter for dates and times.

Certified Level II

Level II Requirements

Alpine Certified Level II National Outcomes

All references to ATS refer to the concepts of the American Teaching System, described in PSIA's Alpine Manual. Terminology consistent with the manual is used throughout this document. All references to class level refer to Levels 1 through 9 in *The American Teaching System: Alpine Skiing*, third edition. All references to skills and skill blending refer to balancing movements, rotary movements, edge-control movements, and pressure-control movements. The variety of turn shapes refers to short, medium, and long-radius turns.

Category A: Skiing
The instructor is able to...

1. FREE SKIING
   a. General
      1) ski beginning dynamic parallel turns on blue and easy groomed black terrain
      2) use ski design and skill blending to shape parallel turns
      3) link turns of consistent rhythm and size, such as a series of short or long turns
      4) control speed by adjusting turn shape
      5) maintain a balanced stance throughout a series of turns
   b. Bumps
      1) ski blue and easy black bumps that are typical of what students through Level 7 would ski
      2) link turns in or near the fall line for the chosen distance. Some line change is expected, but rhythm must be maintained without a traverse.
      3) maintain speed control
      4) maintain balance and recover as necessary throughout the run
      5) demonstrate appropriate tactical choices as dictated by terrain
   c. Versatility
      1) demonstrate a variety of turns
      2) apply appropriate tactics and vary skill applications in a variety of conditions, including ungroomed snow or powder
      3) demonstrate different types of skill blends ** in exercises, tasks, and turns, upon request
2. Demonstrations
   a. Wedge Turns
      1) demonstrate on the easiest groomed green terrain
      2) demonstrate a balanced stance through active movement
      3) demonstrate steering of both legs to create turn shape and speed control
      4) wedge consistently with appropriate skill blending throughout a series of turns
   b. Wedge-Christie Turns
      1) demonstrate on groomed green and easiest groomed blue terrain
      2) demonstrate steering of the inside ski to facilitate matching

3) demonstrate shaping of the control phase of the turn by blending skills and steering both skis

4)demonstrate matching of the skis in a variety of places in the turn (beginning, middle, end), depending on speed, terrain, or intention

c. Open-Parallel Turns

1) demonstrate on groomed or recently groomed (not necessarily smooth) terrain

2) demonstrate a slight extension movement at the turn initiation that facilitates a simultaneous edge change

3) demonstrate a pole swing that facilitates extension and edge change at turn initiation

4) demonstrate active steering of both legs throughout the turn to facilitate turn shape and speed control

5) maintain an accurate blending of skills to perform a series of consistent turns

Category B: Teaching

The instructor is able to...

1. Knowledge

a. recall Your Responsibility Code and discuss how to integrate it into lessons through Level 7

b. identify the components of the Teaching Model

c. identify command, task, reciprocal, and small-group teaching styles; identify learning styles; recognize that student behaviors are indicators and adjust teacher behavior appropriately

d. describe the cognitive, affective, and physical development of students

e. discuss ways to create a learning partnership with students that addresses their expectations and develops common goals

f. describe and discuss the components of the Service Model

g. describe examples of skier services and activities at the ski resort that enhance student enjoyment

2. Application

a. apply the Teaching Model effectively to meet the needs of students; move from linear to circular use of the Teaching Model

b. teach the skiing public through Level 7

c. logically organize lesson content

d. modify teaching styles to meet the preferred learning style of students

e. work with ranges of student performance within a group and maintain cohesiveness

f. modify lesson content to meet the needs of students at various stages of development

g. demonstrate how lateral learning and progression development enhance skills.

Category C: Professional Knowledge

The instructor is able to...

1. Terminology

a. define and understand terminology, as presented in ATS manuals, and apply it by analysis and interpretation of skier performance through Level 7

b. relate basic skiing terminology to students in simple language

2. Equipment

a. describe changing equipment needs as students move from Level 1 through 7

b. understand the options, solutions, and benefits modern designs provide; provide general equipment selection guidance

3. Skiing Model/Skill Development
   a. describe the fundamental skills of the Skiing Model
   b. discuss common skill features and movement patterns of the Skiing Model
   c. identify situational variations of skill application through Level 7
   d. describe the forces acting on a skier in a turn; relate how a skier uses muscular effort and movements to manage these forces

4. Movement Analysis
   a. describe the basic movement patterns in skiers through Level 7 and relate to fundamental skills
   b. determine cause-and-effect relationships in movement patterns commonly seen in skiers through Level 7
   c. prescribe and justify what a student should work on based on movement patterns discussed above through Level 7
   d. develop exercises and tasks that target skiers' needs and change their performance

Fundamental Skills & Tasks - Level II

These tasks and drills are designed to help the instructor develop their skills to meet the skiing outcomes for Level II.

Skiing: A Level II Instructor should have the skills to make short, medium, and long radius turns on blue and easy black terrain with the skis making a relatively narrow path from well before the fall line to completion. Movements and drills that will help to build the fundamental base to accomplish this are suggested below.

Teaching: The Level II instructor should be able to take control of and direct the focus of the group. The Level II instructor should show behavior that exhibits the joy of skiing and fosters interpersonal relationships in support of our clients and their learning. They should guide their students toward an outcome or goal.

Professional Knowledge: The Level II instructor should be able to recognize movements / movement pattern differences in the skiing public through beginning parallel and be able to prescribe and develop a logical teaching progression that enables their students to move toward an appropriate outcome or goal.

Balance

These tasks and drills are designed to help the Level II instructor keep the hips over the feet during the control phase of the turn on blue groomed and blue bumps up through beginning dynamic parallel skiing.

- Straight run down a gentle slope and hop over bamboo poles pointed across the snow, clearing them with both tips and tails, and alternate ducking under other bamboo poles mounted about chest height.
- Straight run down a gentle slope and hop sideways over bamboo poles laid in the snow pointing down the hill. Hop from outside ski to outside ski
- Slide sideways down a moderate hill with the boots traveling straight down the hill.
- Slide sideways down a moderate hill and set the edges such that the skis do not change direction while slowing to a stop.

- Straight run and traverse on either ski - left or right, uphill or downhill.

Edge Control Movements

These tasks and drills are designed to help the Level II instructor roll the skis from the uphill edge - flat - to a slight downhill edge through turn transition with the skis traveling the direction they are pointing (no pivoting to an edge) on blue groomed and blue bump terrain up through beginning parallel skiing.

- Straight run with the skis flat on the snow.
- "Nordic Skate." Moving directly down the fall line gently step to a ski that is slightly diverging from the other, with it flat or on a slight outside edge. Without changing its direction roll it onto an inside edge and gently step to the opposite ski, which remains slightly diverged. Repeat until speeds become moderate. Tracks must be clean - no skidding.
- Traverse on the downhill ski with it tracking, alternate with it sliding diagonally down the hill to another track.
- Perform a hockey stop.
- Perform turns in a wide stance from the fall line of a moderate to flat hill by only rolling onto the inside edge of the outside ski and adding some pressure. Do not allow the skis to slide at any portion of the turn.
- Begin a long radius turn on moderate to flat terrain by traversing on the uphill ski, uphill edge, and roll it flat and onto an inside edge such that the ski is moving the direction it is pointed when it moves onto the inside edge (no sliding). The ski should be on its new edge before it reaches the fall line.

Pressure Control Movements

These tasks and drills are designed to help the Level II instructor keep the skis in contact with the snow with a gradual increase in pressure to the outside ski throughout round turns on groomed and bumpy blue terrain through beginning dynamic parallel skiing.

- Straight run down a gentle slope and step from ski to ski
- Perform a "falling leaf."
- Straight run down a hill at moderate speeds while absorbing large rolls in the terrain and keeping the pressure even.

Rotary Control Movements

These tasks and drills are designed to help the Level II instructor use the appropriate amount of steering for the turn (consistent steering both into the fall line as well as out of the fall line creates a consistent width of track in the snow) for round turns up through beginning parallel skiing.

- Straight run down the hill without changing the direction the skis are pointing.
- Straight run down a gentle hill and guide the skis out away from each other and back again toward each other in a slight weave in and out.
- "Nordic Skate." Moving directly down the fall line gently step to a ski that is slightly diverged from the other, with it flat or on a slight outside edge. Without changing its direction roll it onto an inside edge and gently step to the opposite ski which remains slightly diverged. Repeat until speeds become moderate. Tracks must be clean - no skidding.

- Begin a long radius turn on moderate to flat terrain by traversing on the uphill ski and roll it onto an inside edge before pivoting it down the hill such that the ski is moving the direction it is pointed when the edge is changed. Ski should be on its new edge before it reaches the fall line.
- Perform a hockey stop.

Written Test

The test will be administered at many locations and times prior to and during the exam season.

You must receive a score of 75% or higher in order to pass the test and you must pass the written test before taking the on snow portion of the Teaching/Professional Knowledge module.

Sign Up Policies and Procedures

1. An exam application is available from the PSIA-NW office or from the newsletter. Additional forms may be obtained from your ski school Training Director.
2. The application and fees for the exam must be mailed to the PSlA-NW office and received **at least 14 days before the exam date**. It is suggested that you apply early in order to take the exam at your location of choice. In the event that your first exam choice is full, you will automatically be placed in your second choice. If a candidate cannot be placed in an exam within the current season, then the examination fee will be refunded in full. All candidates must fulfill the following prerequisites prior to taking the exam:
3. Be a current Certified Level I member of PSIA, having taught skiing for at least one season with a regularly assigned class.
4. Each Level II module may be taken an unlimited number of times during the exam season following the above guidelines.
5. Candidates must pass the written exam before taking the on hill portion of the Teaching/Professional Knowledge module.

Exam Registration

The candidate must make application **14 days** prior the Level II exam. Applications received after the 14 day deadline will be assessed a $10 per day late fee providing space is available. Applications are available in the newsletter and through the PSIA-NW office.

Exam Process

The Certified Level II exam is a one day per module exam. The modules are: 1) Skiing and 2) Teaching/Professional Knowledge. Each candidate is assigned to a group which will be the candidate's group for the day. The group size is 8-9 candidates. The groups will be assessed by two examiners. A training director and a training examiner may or may not accompany the group.

Grading

A pass/fail system is used. Candidates must pass 9/10 skiing tasks and all categories in the Teaching/Professional Knowledge on-snow module in order to qualify.

Exam Format

The morning meeting is designed so that the candidates can be introduced to the examiners and ask any questions they might have prior to the assessment. The groups meet indoors at 8:00 am, barring any unusual circumstances, complete any necessary paperwork, and are issued a lift ticket. At this time the examiners arrange for the on-snow meeting time and location.

The afternoon session begins after a lunch, generally at 1:00 pm, and ends by 3:30 pm.

The results will be handed out between 5:00 and 6:00 pm, and will be available from your examiner. Candidates taking both modules on the same weekend **will not receive their results until both modules are complete on Sunday**. Candidates may also have their results mailed the following week. Any candidate is invited to stay and speak with the examiners.

Areas of Evaluation

1. Skiing Skills
2. Teaching Knowledge
3. Professional Knowledge

Skiing Skills - Level II

Candidates are evaluated on their skills by demonstrating the assigned skiing tasks.

Task Script - Level II

The Level II skiing tasks use definitive visual cues and measuring criteria for assessing performance. Each task has a description and listed criteria to aid in training. With each task performed make note of the following: 1) Control speed through turn shape, 2) Keep skis in a parallel attitude, 3) Examiner will designate the number of turns, and the starting and stopping points, 4) Movements to remain in balance are vital for success in these skiing tasks, 5) perform the task as described and/or demonstrated. There is latitude for accuracy in the parameters of the tasks. The candidates must "routinely" (80% of the time) demonstrate the skills necessary to do the task, vs. "occasionally" (less than 80% of the time).

Short Radius Turns (*blue and easy black terrain)* Ski a series of round, completed carved turns of consistent size between ½ and ¾ packer widths wide.

CRITERIA
1) skis are tipped on edge and carving by the time skis reach the fall line,
2) maintain a stable and quiet upper body, and use turning movements that originate in the feet and legs,
3) poles swing smoothly in the intended direction of travel.

Medium Radius Turns *(blue and easy black terrain)* Ski a series of round, carved turns of consistent size between 1 1/2 and 2 packer widths wide.

CRITERIA
1) the skis are edged and carving before the fall line,
2) remain in balance through flexing and extending evenly in the ankles, knees, hips, and spine so that the outside ski bends from the middle,
3) shoulders stay level with the horizon.

Bumps *(blue terrain bumps)* Skiers must link rhythmical turns in the fall line without raversing.

CRITERIA 1) exhibit fluid motion through continuous and coordinated flexion and extension movements at the ankles, knees, hip, and spine,
2) maintain a stable and quiet upper body,
3) maintain vision forward toward the intended direction of travel,
4) use pole touch to compliment the desired turn outcome.

Rhythm Changes *(medium and short radius on blue terrain)* Ski a series of medium radius turns that are consistent in rhythm and then change to a series of short radius turns of consistent rhythm.

CRITERIA 1) smoothly blend medium radius turns into short radius turns and back again,
2) use flexion and extension movements of the ankles, knees, hips and spine,
3) the body flows continuously with the skis,
4) maintain vision forward toward the intended direction of travel,
5) use pole touch to compliment the desired turn outcome.

Straight Run Hop Ski to Ski *(green terrain)* Straight run on one ski. Keep the other ski off the snow and level with the terrain, then hop to other ski. Glide for at least 2 ski lengths. Repeat at least 5 times. During the transition from one ski to the next, both skis must be off the snow for a split second.

CRITERIA 1) balance over the gliding ski,
2) maintain contact between the shins and the boot cuff,
3) keep hands and arms in front of the body.

Skate On Flat Terrain Push off an angled, edged ski leaving a clean track, and glide for at least half a ski length on the other ski. Repeat. Unweighted ski must come completely off the snow, remain level with the terrain and brought along side the other ski before the next skating step.

CRITERIA 1) maintain contact between the shins and the boot shafts while moving forward and laterally,
2) the ski's edges are released and engaged in one smooth movement,
3) completely transfer the weight/body/mass to the other ski,
4) flex and extend ankles, knees, hips and spine to balance over middle of ski,
5) keep the shoulders level with the horizon.

Wedge Christie *(blue terrain)* NATIONAL STANDARDS DESCRIPTION Matching of the skis will take place after the fall line.

CRITERIA 1) Matching of skis comes from turning movements that originate in the feet and legs,
2) The inside hand, shoulder, and hip lead through each turn,
3) Ski lead change occurs before the skier enters the fall line.

Short swing *(blue terrain and easy black terrain)* Short turns down the fall line. Speed control is maintained by use of a pivot with an edge set and pole plant.

CRITERIA 1) maintain a stable and quiet upper body,
2) turn the legs more than the upper body, using movements that originate in the feet and legs,
3) use a pole touch to compliment the desired turn outcome.

Jump Turn Entry *(medium to long radius turns on green or blue terrain)* At turn entry, Jump allowing the skis to come completely off the snow. Complete parallel turn and repeat.

CRITERIA 1) while in the air, skis must remain level to terrain,
2) when jumping, both skis must leave ground at the same time,
3) flex and extend evenly through ankles, knees, hip and spine to control pressure.

One Ski Turns *(blue terrain)* In a medium radius turn, transfer weight completely to the outside, while lifting inside ski completely off the snow. At turn transition, transfer weight to new outside ski.

CRITERIA 1) remain balanced over outside ski through the entire turn,
2) keep shoulders level to the horizon,
3) unweighted ski must remain completely off the ground and level with the terrain

Teaching Application - Level II

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a ski lesson - whether at work or in an assessment - remember these key ideas:

Student Centered: the student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression. Does the student understand the objective? Is the lesson helping the student meet personal goals?

Outcome Based: your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

Experiential: help people learn by doing. Skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements - and instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts - focusing on student needs, working toward identifiable outcomes, and providing opportunities for practice and performance evaluation - are the elements most commonly missing from assessment and real-life teaching situations.

As you work to develop your teaching skills, practice the following steps:

- Describe the value of introducing a learning segment and what might be included in the introduction.
- Describe several ways to assess student needs and expectations.
- A goal is generally thought of as a long-term ambition. "I want to win a gold medal at the Olympics." An objective is a plan of action that will help reach the goal. "After participating in this lesson I will be capable of balancing on the outside ski throughout the turn." Describe the steps necessary to determine appropriate goals and plan lesson objectives.
- Describe several ways to present and share information during a lesson.
- Describe when and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice.

- Describe several ways an instructor can check for understanding during a lesson.
- Describe the purpose of a lesson summary and several topics that should be covered during the summary.
- Describe sequences for teaching wedge turns, wedge christies, open parallel, and dynamic parallel turns.
- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?
- Write a basic progression for each of the topics from the Certified Level II Teaching Topics.
- Working with a group of your peers, teach each of the progressions you have designed for the Certified Level II Teaching Topics.
- Have your ski school trainer observe you teaching an actual class. Have the trainer critique your teaching on the basis of the steps of the Teaching Cycle.
- Have your ski school trainer observe you teaching a topic from the Certified Level II Teaching Topics to three of your peers. Have the trainer critique your teaching on the basis of the steps of the Teaching Cycle.
- Practice giving feedback to a group of your peers performing the Center Line maneuvers. Include:
- What do you see (desirable and undesirable movements)? What do you want to change?
- Why do you want to change what you see?
- How will you help the skier change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of…"
- Practice setting up teaching situations with your peers using command, task, and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.

Teaching Topics - Level II

These topics represent possible teaching scenarios. The examiner is not limited to these topics.

1. Build confidence in turning, stopping and speed control in level 2-3 skiers.
2. Introduce basic parallel turns on gentle terrain to level 6 skiers.
3. Introduce pole action and a pole touch to assist turning for level 5-6 skiers.
4. Explore the differences between a gliding wedge and a braking wedge in level 2-3 skiers.
5. Encourage progressive edging to minimize skidding and enhance turn shape in level 6-7 skiers.
6. Teach level 5-6 skiers to vary turn shape for speed control.

7. Introduce turning to level 2 skiers.
8. Introduce gentle bumps to level 6-7 skiers.
9. Introduce skating skills to level 4-5 skiers and relate those movements to basic skiing skills.
10. Encourage an earlier weight shift in level 5-6 skiers.
11. Encourage more active use of the inside ski for earlier matching in level 5-6 skiers.
12. Encourage an understanding of pole action in short turns versus medium to long turns in level 6-7 skiers.
13. Encourage necessary skills for introduction to steeper terrain to level 3-4 skiers.
14. Develop the necessary skills to help a level 3-4 skier who continually crosses their ski tips when turning.
15. Improve turning skills in a level 5-6 skier who initiates turns by leaning the inside should into the turn and over-rotates the hips to finish.

Teaching Sample - Level II

Develop the necessary skills to help a Level 3-4 skier who continually crosses their tips while turning.

1. Identify probable skill deficiencies in such a student. Most likely these are fore and aft balance (no weight on the tips causes them to be light and drift inward) and rotary movements (the student does not turn the inside leg enough to change that ski's direction - one ski turns, one doesn't and they cross.)
2. Choose your terrain - very gentle to allow for a gliding wedge and a return to smaller direction changes.
3. Introduce your progression and modify it based on the group's performance.
   a. Statically, have the group stand, skis parallel, in a balanced stance. Encourage them to feel light pressure of the boot cuff against the shin. Try the same in a straight run, then a gliding wedge. Encourage balance over the whole foot when wedging. Demonstrate a couple of times and continue to demonstrate as group practices. Ask questions: Everyone understand the difference? Can they feel when they are more centered? Do they show you that they understand?

   b. From a straight run and gliding wedge, do small hops, springing off the feet using the ankle, knee and hip, as if jumping on a trampoline. Demonstrate a couple of times and continue to demonstrate as group practices. Ask and observe: Is everyone comfortable doing this task?

   ****This balance drill appears to require more coordination and/or strength than your group of candidates is comfortable with, so you choose to adjust it.

   c. From a straight run, shuffle the feet back and forth as you continue to glide. Shuffle through a slight direction change at the bottom (small turn) to stop. Demonstrate a couple of times and continue to demonstrate as group practices. Ask and observe: Does everyone feel that it's hard to shuffle when they get out of balance? Are they making the appropriate adjustments?

   d. Now that you've addressed fore and aft balance, return to wedge turns, maintaining the focus on a balanced stance, and observe the group. Do you see a difference?

4. Balance appears better, but a couple of people are still letting the inside leg drag behind, not turning it as much as they should. Someone is also pushing the turning ski with the heel, rather than standing on the whole foot and guiding through the turn. These are both behaviors that will encourage the tips to cross, so let's address these as well.

a. Statically, have the group stand on one ski and turn the other as it rests lightly on the snow. What shape does it make? Is it a cone, indicating that the pivot point is the tip and the heel is pushing out? Or is it a butterfly, indicating that the pivot point is under the foot and the skier is guiding the tip of the ski as well as the tail. Try to get everyone to make a butterfly. Ask questions: Does everyone see the difference? Can they feel the difference?

b. Introduce wedge garlands on a gentle slope. Encourage a slight rise and a guiding of the tips to start the turn and a slight flex, feeling the shin on the boot cuff as they guide the skis back across the fall line. Demonstrate. Observe: Is everyone guiding both skis?

c. For those who need help turning the inside leg more, focus them on the weight transfer as they start to flex. Encourage them to start turning the inside ski as soon as they transfer weight to the new outside ski. Demonstrate. Observe: Did this help?

d. Practice garlands a few times in each direction, providing several demonstrations each way. As and observe: Is everyone getting it?

e. Return to wedge turns, emphasizing balance on the whole foot, guiding the tip as well as the tail and turning the inside leg sooner. Let each person in the group know what his or her primary focus should be.

5. Summarize: What was your goal? What were your skill focuses and objectives? How did your progression address these? How did everyone do? Where would you go from here?

Why would this pass???

1. You have identified skill-specific reasons why the problem (crossing the tips while turning) is occurring and built a logical progression, including static and dynamic tasks, to address skill deficiencies.
2. You modified the progression based on group needs and abilities.
3. You chose appropriate terrain.
4. You provided specific, individual direction and feedback to each person in the group.
5. You frequently checked for understanding through questioning and observation.
6. You applied the focus of each task back to a real skiing situation and demonstrated how it helped each student improve.
7. You kept the group moving, providing many accurate demonstrations and also allowing the group to ski.

Teaching Format

Teaching may be examined by the following methods:

- Clinic the entire group on a particular subject, see sample topics
- Take 2+ fellow candidates, develop and deliver a lesson plan
- Observe a skier on the hill, develop and deliver to the group a lesson plan to address skill deficiencies
- Candidates will be broken into two small groups with one examiner each in the morning and switch examiners in the afternoon

Candidates should be prepared to teach a minimum of two times. Teaching segments can last in length from 10-30 minutes. If an Examiner asks a candidate to wrap up the teaching segment, it is NOT a reflection of the grade. It does not mean you just failed. It could be a number of factors. Do not assume you have done something wrong! Each candidate will teach a minimum of two times and participate in movement analysis. The examiner will be adhering to a limited time schedule, and it is important to keep the process moving. Please ask for clarification if you have concerns.

Using information from Levels 1-7, candidates would work with 2-3 fellow candidates and develop a lesson from the skill deficiencies in the group. Using the skiing tasks and drills in a progressive fashion, the candidate would work with the assigned candidates. The lesson plan may be as short as 10 minutes or as long as 30 minutes. It is not necessary to fill the entire time. It is imperative to follow the Level II National Teaching Outcomes, the testing criteria on the score card, and give a good lesson.

*Note: Level II candidates are required to work with their peers on skill improvement Levels 1-7. As with any ski instruction, improvement of the student is the goal. Your grade is contingent on whether or not you applied the Level II Teaching Outcomes, Level II PSIA-NW testing criteria, and delivered a good lesson. In doing so, the student should demonstrate newly acquired knowledge and skills. You are not being graded on whether or not your fellow candidates "improved." You are being graded on whether or not you delivered a ski lesson at the Level II standard per the National Outcomes. In doing so, you should have guided your students toward an outcome and a goal. See the National Outcomes Level II.

Professional Knowledge

This grade is determined by what the candidate says about ski technique and the development of skiing skills. Examiners will gather information concerning the candidate's professional knowledge by creating a movement analysis situation and/or on snow or indoor video. The examiner will ask specific movement analysis questions.

Certification candidates should know their ski school progression and be knowledgeable of all ATS concepts, particularly the relationship between the skills of balance, edging, pressure and rotary. Candidates should be able to accurately describe cause and effect as it relates to different skiers in varying terrain and conditions. Other categories from where professional knowledge may be discussed, are: skiing mechanics, skiing dynamics, and equipment knowledge.

Refund Policy

No refunds will be given to candidates once the exam groups are set and confirmation notices have been sent unless a candidate is injured prior to the exam.

If a candidate is injured prior to the exam, a written request for a refund, accompanied by a medical doctor's statement must be submitted to the PSlA-NW office. A service charge of $20.00 will be made on all refunds.

Education Credit

All instructors taking the Certified Level II exam will be given one year of education credit for each module taken. This will satisfy the PSIA-NW educational requirement for maintaining a Certified status, whether or not you pass the exam.

Reciprocity

VISITING INSTRUCTORS: PSIA-NW maintains the right to refuse visiting instructors the opportunity to take the PSIA-NW certification exams. However, the general guidelines for visiting instructors are listed below.

1. INSTRUCTORS MUST PRE-ARRANGE with Certification Vice President the taking of the written exam portion of the Professional Knowledge module before being allowed to take the on-snow modules.

2. PSIA MEMBERS FROM OTHER DIVISIONS may take the PSIA-NW exam providing they have written permission from their Ski School Director and the Certification Vice President of the home division. The "home division" is defined as the one in which the instructor is currently teaching. Instructors do not have to join the division hosting the exam. The results will be passed on to the home division which will issue the new ranking if the candidate passed and also issue the appropriate pin.

3. FOREIGN INSTRUCTORS, upon satisfying PSIA-NW divisional requirements, may bypass the Certified Level II and take the Certified Level III Exam providing they have a certification compatible with PSIA Certified Level II.

Reinstatement Policy

Former or current PSIA-NW members requesting reinstatement of their prior certification level will need to make application and successfully complete the following requirements:

Dues: Alpine pays current PSIA-NW and PSIA dues, and up to a maximum of two years PSIA-NW back dues if applicable.

Ski School Recommendation: The current Training Director must submit a written recommendation for the individuals reinstatement.

On-Snow Assessment: The reinstatement assessment will be conducted to determine the qualifications of the candidate to meet the established exam standards. The standards are outlined in the National Certification Standards and Outcomes.

- Participate in a reinstatement assessment format, which is a one-day on snow session at an Exam Checkpoint Clinic. A one-year educational credit will be earned.

- Reinstatement will be at the individuals current assessed level; Certified Level I, II, or III.

Written Exam: A written exam will be administered at the Exam Checkpoint Clinic after your evaluation. See your newsletter for dates and times.

Certification Exam Assessment Sheets

The following pages are the assessment sheets and criteria that the examiners use during the certification exams.

PSIA-NW Assessment Sheet - Alpine

Level II Skiing

Professional Ski Instructors of America - Northwest Division

Final Result _____

Candidate _____ Group # ____

Examiner/Accreditor _____ Date _____ Location _____

Candidates are required to demonstrate the following tasks. One score may be discarded from this section. All remaining tasks require a passing grade to pass the module.

P/FQ		*Efficient Movements*	*Inefficient Movements*
_____	Short radius turns	_____	
		_____	
_____	Medium radius turns	_____	
	_____		
_____	Bump	_____	
	_____		
_____	Rhythm changes	_____	
	_____		
_____	Straight run hop ski to ski	_____	
	_____		
_____	Skate on flat terrain	_____	
	_____		
_____	Wedge christie	_____	
	_____		
_____	Short swing	_____	
	_____		
_____	Jump turn entry	_____	
	_____		
_____	One Ski Turns	_____	
	_____		

Comments:

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Revised 10/22/99

Efficient Body Movements in Skiing

Visual Cues

This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. This guide is not intended to describe every movement and position that very high level skiers pass through in the extreme situations of World Cup racing and mogul skiing. It does define the basics of skiing that should be the foundation of movement for all skiers, whether they are recreational skiers, instructors, racers, bump skiers, or even extreme free skiers.

A. *Flex and extend your ankles, knees, hips, and spine to balance over the whole foot as you control pressure on the skis so you can flow with the terrain.*
   1. The outside ski bends from the middle.
   2. The shins maintain contact with both boot tongues.
   3. The body flows continuously with the skis.
   4. The skis flow over the terrain.
   5. The skier exhibits fluid motion as a result of continuous and coordinated movement at joints.

B. *Use diagonal (forward and lateral) movements of the feet, legs, and hips to engage and release the edges of the skis.*
   1. The skis tip on edge early in a turn.
   2. The shins contact both boot shafts forward and laterally.

3. The edges are released and engaged with one smooth movement.
4. Ski lead change occurs before you enter the fall line.

C. *Direct your balance to the outside ski in a turn.*
1. The outside ski bends more than the inside ski in a turn.
2. The shoulders stay level to the horizon or they level out through the turn.
3. The inside half of the body leads the outside half through the turn.
4. The inside leg is flexed more than the outside leg in a turn.

D. *Turn your legs under your body to help you guide the skis through a turn.*
1. The legs turn more than the upper body.
2. Turning movements originate in the feet and legs.
3. The upper body is stable and quiet.

E. *Direct your upper body and swing your pole to flow with the skis through turns.*
1. The hands are forward.
2. The inside hand, shoulder, and hip lead through a turn.
3. The shoulders are forward of the hips.
4. The pole swings smoothly in the intended direction of travel.
5. Vision is forward and the eyes look to the intended direction of travel.
6. Pole touch/plant complement the desired turning outcome.

Mechanical elements do not in themselves make a great skier. They merely create a foundation for that intangible quality of "touch" - that is, the profound connection of the skier with the skis, snow, momentum, and the mountain.

3/2/99

Inefficient Body Movements in Skiing

Visual Cues

F. *Balance is not maintained over the whole foot and flow over terrain is lacking.*
1. The knees and hips flex without ankle flex. The hips are continuously behind the feet.
2. The ankles are over-flexed with the mass continuously in front of the feet.
3. The legs are continuously flexed with no lengthening of the legs during turns.
4. Extension is primarily vertical, leading the late edge engagement.

G. *The skis' edges are not engaged and released efficiently.*
1. The upper body tips to engage the edges.
2. Edging is primarily from the knee without involving the whole leg.
3. Edges are released with a vertical movement instead of a lateral movement.
4. The edge is released with a continuous lifting of the downhill ski.
5. The hips are too far inside a turn too soon, causing a lack of progressive edging movements because the skier is over-committed early in a turn.
6. The edge set interrupts the gliding and guiding of the skis.

H. *Balance is not directed over the outside ski.*
1. The inside ski bends as much or more than the outside ski in a turn.
2. The inside hand is continuously lower than the outside hand in a turn.

3. The inside hand is back.
4. The outside ski runs straighter than inside ski, the outside ski does not "come around."
5. The shoulders are always tipped in and never level out relative to the horizon.

I. *The legs are not moving under the body to guide the skis through a turn.*
1. The shoulders and torso initiate turning of the skis.
2. The hips initiate turning of the skis.
3. The outside hand crosses the body.
4. Pivoting of the skis is uncontrolled.

J. *Balance is not being directed throughout the turn.*
1. The pole swing is late, non-existent, or erratic.
2. The body does not flow down the hill but continuously hangs back or clings to the hill and the previous turn.
3. The hands are low or behind the shoulders.
4. The line of vision is downward and/or not in the desired direction of travel.
5. The pole touch/plant interfere with the desired turning actions.

Great skiers may pass through any of these movements or characteristics in isolated instances, especially to recover their balance while pushing the envelope of speed and intensity. Consistent use of any of the above actions should lead us to look for reasons why a skier is making inefficient and ineffective movements.

3/2/99

PSIA-NW Assessment Sheet - Alpine

Professional Ski Instructors of America - NW Division

Level II
Teaching/Professional Knowledge

Written Test Result_____ **On-Snow Result_____** **FINAL RESULT _____**

Candidate _____ Group # _____

Examiner/Accreditor _____ Date _____ Location _____

TEACHING

Candidates are required to demonstrate the following tasks in order to pass.

P/FQ

_____ Effectively directs group activities and attention_____
_____ Matches teaching style to learning styles_____
_____ Shows progressive exercise line_____
_____ Uses the Teaching Model_____

_____ 15 minute teaching session on important aspects of progression through open parallel_____
_____ Shows two age specific approaches to build the same skill_____
_____ Shows different methods & tasks to build the same skill_____
_____ Taught to the needs of the students_____
_____ Accurate ski demonstrations_____

PROFESSIONAL KNOWLEDGE

Candidates are required to demonstrate the following tasks in order to pass.

P/FQ

_____ **Identify Fundamental skills***_____
_____ **Describe skills and skill differences through open parallel***_____
_____ Recognize common skills in skiers_____
_____ Describe skill usage present in an example skier_____
_____ Determine course of action to improve skill usage of an example skier_____

*** Highlighted topics assessed via teaching and group discussion.**

Comments:_____

_____

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1/6/98

Certified Level III

Level III Requirements

Alpine Certified Level III National Outcomes

Category A: Skiing
The instructor is able to...

1. Free Skiing
   a. General
      1) ski dynamic-parallel turns on all mountain terrain
      2) show appropriate skill blending on all mountain terrain, except the most extreme
      3) reduce, generate, or maintain speed without interrupting overall flow or rhythm
   b. Bumps
      1) ski any bumps on the mountain
      2) link turns in the fall line for the entire length of the selected run
      3) reduce, maintain, or generate speed without interrupting the overall flow of the run
      4) maintain turning within a line and intentionally change lines during the run
      5) demonstrate appropriate tactical choices, as dictated by terrain
   c. Versatility
      1) ski a variety of turn sizes and shapes ** and apply them to different mountain situations
      2) demonstrate different types of skill blends and movement patterns in exercises, tasks, and turns upon request, and as applied in different mountain situations
      3) maintain turning and speed control while skiing in any snow condition (i.e., powder, crud, bumps, ice, or hard pack)
2. Demonstrations
   a. Wedge Turns
      1) demonstrate wedge turns on any green terrain
      2) demonstrate a balanced stance
      3) demonstrate steering of both legs to create turn shape and control speed
      4) wedge consistently and blend skills throughout a series of turns
   b. Wedge-Christie Turns
      1) demonstrate on any green or blue terrain (not necessarily groomed)
      2) demonstrate a steering of the inside ski to facilitate matching
      3) demonstrate shaping of the turn by blending skills and steering both skis
      4) demonstrate matching in a variety of places in the turn (beginning, middle, end), depending on speed, terrain, and intention
      5) maintain a consistent series of turns
   c. Open-Parallel Turns
      1) demonstrate on any blue (not necessarily groomed) and the easiest of groomed black terrain
      2) demonstrate extension that facilitates an edge change at the beginning of the turn
      3) demonstrate a pole swing that facilitates the extension and edge change at turn initiation

4) demonstrate active steering of both legs throughout the turn, resulting in turn shape and speed control

5) maintain an accurate blending of skills to enhance a series of consistent turns

d. Dynamic-Parallel Turns

1) demonstrate dynamic parallel turns in a variety of terrain and snow conditions

2) blend skills appropriately, in response to speed, turn radius, tactics, terrain, snow condition, or intention, at any place on the mountain

3) use ski design and skill blending to carve and shape turns

4) maintain pressure on the outside ski with dynamic balancing movements

5) link turns with continuous and accurate movements

Category B: Teaching

The instructor is able to...

1. Knowledge
   a. discuss how to integrate Your Responsibility Code into lessons through Level 9
   b. describe how to use a variety of teaching styles to address learning styles in a group lesson to individualize the lesson
   c. describe elements of teaching and learning theory (such as the parameters for effective teaching, teaching for transfer, feedback, pacing, and lesson content)
   d. describe and discuss the components of the Service Model and give an example of its application
   e. describe in depth the skier services and activities available at one's home area as well as within the ski industry
2. Application
   a. use the Teaching Model in lessons through Level 9
   b. teach the skiing public through Level 9
   c. logically organize lesson content
   d. individualize group and semi-private lessons by using a variety of teaching styles and methodologies
   e. arrive at specific outcomes during lessons by using a variety of strategies, including lateral learning to enhance skill development and application in students
   f. apply reinforcement, practice, and feedback and other forms of teaching and learning theory to enhance the lesson experience
   g. use teaching behaviors that address the individual development needs (cognitive, affective, and physical) of each student

Category C: Professional Knowledge

The instructor is able to...

1. Terminology
   a. discuss all skiing-related concepts from the ATS manual and demonstrate understanding through skiing performance
   b. relate specific skiing terminology to students in simple language
2. Equipment
   a. describe, analyze, and prescribe present day equipment options for advanced skiers

b. understand how to make specific recommendations that address both skier skill level and skier goals

3. Skiing Model/Skill Development
   a. analyze skill blending in skiing
   b. describe how skill blending relates to different situations and conditions. Relate skill blending to different populations of skiers (i.e., seniors, women, children, top athletes)
   c. relate skill blending to various internal and external forces generated in a variety of skiing situations

4. Movement Analysis
   a. describe the basic movement patterns in skiers through Level 9 and relate them to fundamental skills
   b. determine cause-and-effect relationships, based on skill deficiencies and proficiencies, in skiers through Level 9
   c. prescribe and justify what a student should work on in relation to skill needs in skiers through Level 9
   d. develop exercises and tasks that target skiers' needs and change their performance

Fundamental Skills & Tasks - Level III

These tasks and drills are designed to help the instructor develop their skills to meet the skiing outcomes for Level III.

Skiing: The instructor is able to make short, medium, and long radius turns where the arc is narrow and begins from well before the fall line to turn completion with smooth rhythm on most mountain terrain and most conditions. Movements and drills that will help to build the fundamental base to accomplish this are suggested below.

Teaching: The Level III instructor should be able to take control of and direct the focus of the group. The Level III instructor should show behavior that exhibits the joy of skiing and fosters interpersonal relationships in support of their students and their learning. They should help guide their students toward an outcome or goal.

Professional Knowledge: The Level III instructor should be able to recognize movement patterns present in their peers and be able to prescribe and develop logical teaching progressions that enable their peers to move toward an outcome or goal.

Balance

These tasks and drills are designed to help the Level III instructor keep the hips over the feet during the control phase of the turn while skiing in most conditions and terrain that the mountain offers, performing round short to medium radius turns. The same is true for long radius turns on groomed blue to black terrain.

- Straight run down a gentle slope and hop sideways over bamboo poles laid in the snow pointing down the hill from both skis to both skis.
- Traverse on either uphill or downhill ski.
- Make a medium radius round turn through the blue to black bumps.

Edge Control Movements

These tasks and drills are designed to help the Level III instructor change the edges from uphill to flat to slightly downhill during the turn transition before turning the skis toward the fall line in most conditions and terrain that the mountain presents.

- Traverse on either uphill or downhill ski with it tracking, alternate with it sliding diagonally down the hill to another track.
- In a wedge position moving slowly down the fall line of a moderate to beginning slope gently hop from ski to ski on the inside edge without the skis sliding sideways.
- Perform hop turns on moderate terrain - outside ski to outside ski and both skis to both skis.

Pressure Control Movements

These tasks and drills are designed to help the Level III instructor perform round medium and short radius turns with the skis in contact with the snow and gradually increase pressure on the outside ski throughout the turn on most terrain and most conditions that the mountain offers.

- Be able to time a takeoff from one small round bump and land on the reverse side of a nearby bump.
- Perform round medium radius turns in the bumps.
- Ski medium radius round turns on the steep with a narrow arc in the snow, skis in contact with the snow at all times, and the trunk staying roughly the same distance off the snow (not moving up and down).

Rotary Control Movements

These tasks and drills are designed to help the Level III instructor perform medium and short radius turns in most conditions and terrain that the mountain presents, with a narrow track in the snow throughout the turn. Long radius turns should be performed on groomed blue to black terrain with a very narrow arc.

- Maintain ski/snow contact in the deep heavy snow throughout medium and short radius turns.
- Round short radius and medium radius turns in blue to black bumps.
- Perform an uphill christy on steep terrain with a narrow arc in the snow where the turn is not started by a pivot to an edge.

Written Test

The test will be administered at many locations and times prior to and during the exam season.

You must receive a score of 75% or higher in order to pass the test and you must pass the written test before taking the on snow portion of the Teaching/Professional Knowledge module.

Sign Up Policies and Procedures

1. An exam application is available from the PSIA-NW office or from the newsletter. Additional forms may be obtained from your ski school Training Director.

2. The application and fees for the exam must be received at the PSIA-NW office, **at least 14 days before the exam date**. It is suggested that you apply early in order to take the exam at your location of choice. In the event that your first exam choice is full, you will automatically be placed in your second choice. If a candidate cannot be placed in an exam within the current season, then the examination fee will be refunded in full. All candidates must fulfill the following prerequisites prior to taking the exam:
3. Be a current Certified Level II member of PSIA, having taught skiing for at least one season with a regularly assigned class.
4. Each Level III module may be taken an unlimited number of times during the exam season following the above guidelines.
5. Candidates must pass the written exam before taking the on hill portion of the Teaching/Professional Knowledge module.

Exam Registration

The candidate must make application **14 days** prior to taking the on-snow Level III exam. Applications are available in the newsletter and through the PSIA-NW office.

Exam Process

The Certified Level III exam is a one day per module exam. The modules are: 1) Skiing and 2) Teaching/Professional Knowledge. Each candidate is assigned to a group which will be the candidate's group for the day. The group size is 6-8 candidates. The groups will be assessed by two examiners. A training director and a training examiner may or may not accompany the group.

Grading

A pass/fail system is used. Candidates must pass 8/9 skiing tasks and all categories in the Teaching/Professional Knowledge module in order to qualify.

Exam Format

The morning meeting is designed so that the candidates can be introduced to the examiners, and ask any questions they might have prior to the assessment. The groups meet indoors at 8:00 am barring any unusual circumstances, complete any necessary paperwork, and are issued a lift ticket. At this time the examiners arrange for the on-snow meeting time, and location.

The afternoon session begins after a lunch, generally at 1:00 pm and ends by 3:30 pm.

The results will be handed out between 5:00 and 6:00 pm, and will be available from your examiner. Candidates taking both modules on the same weekend **will not receive their results until both modules are complete on Sunday**. Candidates may also have their results mailed the following week. Any candidate is invited to stay and speak with the examiners.

Areas of Evaluation

1. Skiing Skills
2. Teaching Knowledge
3. Professional Knowledge

Skiing Skills - Level III

Candidates are evaluated on their skills in adjusting their turn shapes, movement patterns and speed control to suit the pitch of the hill and the snow conditions.

Task Script - Level III

The Level III skiing tasks use definitive visual cues and measuring criteria for assessing performance. Each task has a description and listed criteria to aid in training. With each task performed make note of the following: 1) Control speed through turn shape, 2) Keep skis in a parallel attitude, 3) Examiner will designate the number of turns, and the starting and stopping points, 4) Movements to remain in balance are vital for success in these skiing tasks, 5) Pole use must compliment the desired turning outcome, 6) perform the task as described and/or demonstrated. There is latitude for accuracy in the parameters of the tasks. The candidates must "routinely" (80% of the time) demonstrate the skills necessary to do the task, vs. "occasionally" (less than 80% of the time).

Short Radius Turns (*blue and black terrain)* Ski a series of completed round, carved turns of consistent size between ½ and ¾ packer widths wide.

CRITERIA
1) skis are tipped on edge and carving **before** the fall line,
2) maintain a stable and quiet upper body use turning movements that originate in the feet and legs,
3) poles swing smoothly in the intended direction of travel.

Medium Radius Turns *(blue and black terrain)* Ski a series of completed round, carved turns of consistent size between 1 ½ and 2 packer widths wide.

CRITERIA
1) skis are tipped on edge and carving **immediately,**
2) balance over whole foot so that outside ski bends from the middle,
3) inside half of the body leads the outside half through the turn,
4) shoulders stay level with the horizon.

Bumps *(black terrain)* Ski a rhythmical line through the bumps, while remaining in balance. No traversing.

CRITERIA
1) exhibit fluid motion through continuous and coordinated flexion and extension movements at the ankles, knees, hip, and spine,
2) turning movements originate from the feet and legs, and the legs turn more than upper body,
3) maintain a stable and quiet upper body,
4) use a pole touch to compliment the desired turn outcome.

Variable Conditions *(black off piste)* Make short to medium radius turns in ungroomed conditions without traversing.

CRITERA
1) edges are released and engaged with one smooth diagonal movement of the feet, legs, and hips,
2) inside hand, shoulder, and hip lead through the turn,
3) exhibit fluid motion through continuous and coordinated flexion and extension movements at the, ankles, knees, hip, and spine.

Medium Radius Turns in the Bumps *(black terrain/bumps)* Ski a series of medium radius turns through the bumps.

CRITERIA
1) edges are released and engaged with one smooth diagonal movement of the feet, legs, and hips,
2) maintain ski snow contact throughout the run,
3) upper body is stable and quiet,
4) the inside half of the body leads the outside half through the turn.

Two-Footed Hop Turns *(easy groomed blue or green terrain)* Link ten (10) rhythmic hop turns landing and hopping off both feet. Maintain a balanced body with upper body facing downhill.

CRITERIA
1) jump skis completely off the snow, crossing the fall line in each turn,
2) both skis must leave and land on the snow at the same time,
3) turning originates in the feet and legs, and legs turn more than the upper body,
4) edge set must leave two clean tracks.

Skate Downhill *(green or blue terrain)* Push off an angled, edged ski leaving a clean track, and glide onto the other ski. Repeat. Unweighted ski must remain completely off the snow, remain level with the terrain and brought along side the other ski before the next skating step.

CRITERIA
1) maintain contact between the shins and the boot shafts while moving forward and laterally,
2) the ski's edges are released and engaged in one smooth movement,
3) completely transfer the weight/body/mass to the other ski,
4) flex and extend ankles, knees, hips and spine to balance over middle of ski,
5) keep the shoulders level with the horizon.

Ski on One Ski (*medium to short turns on blue terrain)* With two skis on, ski a series of turns on one foot only (must be able to complete the task on either leg).

CRITERIA
1) the shins maintain contact with boot tongue.
2) The shoulders remain level to the horizon
3) edges are released and engaged with one smooth diagonal movement of the feet, legs, and hips.
4) turning movements originate in the feet and legs.

Braking and Gliding Turns *(blue or black terrain)*. A combination of five gliding/short radius turns followed by five braking/short swing turns and repeat. Speed control in the gliding turns is shown by rounding the turn, and in the braking turns by use of a pivot with an edge set.

CRITERIA
1) Show distinct contrast between the two types of turns.
2) Pole plant for Braking: timed with edge set Pole swing for Gliding: timed with edge release.
3) The upper body is stable and quiet.
4) Use turning movements that originate in the feet and legs.

Teaching Application - Level III

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a ski lesson - whether at work or in an assessment - remember these key ideas:

Student Centered: the student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression. Does the student understand the objective? Is the lesson helping the student meet personal goals?

Outcome Based: your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

Experiential: help people learn by doing. Skiing is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements - and instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts - focusing on student needs, working toward identifiable outcomes, and providing opportunities for practice and performance evaluation - are the elements most commonly missing from assessment and real-life teaching situations.

As you work to develop your teaching skills, practice the following steps:

- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?
- Observe a peer conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Have a peer or trainer observe you conducting a class lesson and evaluate the quality of the lesson based on how effectively it addresses the various steps in the Teaching Cycle.
- Practice giving feedback to a group of your peers performing the Center Line maneuvers. Include:
- What do you see (desirable and undesirable movements)? What do you want to change?
- Why do you want to change what you see?
- How will you help the skier change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: "By the end of this lesson, my student will be capable of…"

- Practice setting up teaching situations with your peers using command, task, guided discovery, problem solving, and reciprocal teaching styles. Make sure you are using each teaching style correctly, not just setting up situations based on how you think each style operates.

Teaching Topics - Level III

These topics represent possible teaching scenarios.

1. Carving
2. Short turns with turn shape
3. Short braking turns
4. Creating counter, long vs. short turns
5. Extension/retraction in bumps
6. Pole planting/braking in bumps
7. Skiing in powder or crud
8. Developing efficiency in steep terrain
9. Correcting an abstem
10. Hop turns or javelin turns
11. High-speed GS turns
12. Skiing a line in bumps
13. Changing a line in bumps
14. A variety of step turns
15. Techniques for skiing icy snow
16. Developing efficiency in present snow conditions.

The examiner is not limited to these topics and may simply state improve this group's skiing on this terrain and in these snow conditions.

Teaching Sample - Level III

Your task is to improve bump skiing in fellow candidates Judy and John.

1. Set yourself up: You instruct John and Judy to ski a short section of moguls. You determine their objective: to ski short turns with a consistent speed and rhythm while maintaining a line without traversing.
2. Observe: John has trouble controlling speed. He begins accelerating after the second turn and is going quite fast by the time he reaches the stopping point, which he skis past. Judy has trouble maintaining a line. She makes two or three turns, traverses a couple of bumps and makes two or three more turns.
3. Identify: John has trouble with speed control because he doesn't shape his turns. His flexion and extension movements come primarily from the waist, causing him to get farther and farther behind his skis. As he gets farther back, his rotary movements diminish until his skis move only laterally, from edge to edge, as he accelerates downhill.

   Judy shapes her turns, but allows her inside hand to drop. This pulls her shoulders around, causing her to be square to her skis and allowing her weight to move to the back of the ski. As her weight moves farther back, her skis shoot across the hill, causing her to traverse to regain her balance.

4. Diagnose: Although causes and resulting behaviors are different, the primary skill needed for both of these skiers is fore and aft balance. Share your observations with your students. For both skiers, changing their technique to allow them to maintain a centered stance will allow them to achieve the original objective: consistent, rhythmic turns with speed control in the moguls. Provide individual focus.

   For John: Move flexion and extension movements to the lower body (ankles, knees and hips) allowing center to stay over the feel, so he can use rotary movements to shape the top of the turn.

   For Judy: Stabilize and discipline the hands and arms to they don't pull the upper body out of balance. This will allow her to keep her center over her feet and move down the hill with her skis.

   Ask: Does this sound accurate to each student?

5. Remedy: On easy blue bumps, practice medium radius turns - 3-4 bumps per turn. The objective is to maintain ski-snow contact at all times and make consistent, rhythmical turns.

   For John: Focus on tightening the abdominal muscles and using the legs as if they were shock absorbers. Think of using the ankle joints to press the tips over each bump and absorb as you come up the other side.

   For Judy: Focus on tightening the abdominal muscles, keeping the inside shoulder slightly ahead and the inside hand slightly higher than the outside hand and directed downhill. After touching the pole to start the next turn, drive the hand down the hill rather than allowing it to fall behind.

   Demonstrate and have your students try it. Ask and observe: Do they feel the difference/ Do they understand their focuses? Do they show their understanding by what they are doing? Adjust the task or description as necessary and try again.

6. Modify: Maintaining the same focus for each skier, change the task slightly by shortening the turn radius a little (2-3 bumps per turn rather than 3-4). Demonstrate. Provide feedback to each skier based on their performance. What are they doing right? What can they do better?
7. Ski: Return to the original task. Remind John and Judy of their individual focuses. John should use his legs to absorb, pressing his tips over the bumps, and Judy should drive her hand down the hill after touching her pole. Demonstrate. Observe and ask: Do you see changes? Why or why not? Do they feel changes? Did they accomplish the original task of consistent, rhythmical controlled turns in the moguls?
8. Summarize: Reiterate the original objective and what each skier needed to change to accomplish that objective. Re-state the individual focus for each student. Provide feedback based on the positive changes each skier made. Provide guidance for their continue practice - what should they continue to work on? Explain where you would go next.

Why would this pass???

1. You determined a specific objective and then took steps to help each skier achieve that objective.
2. You determined skill-specific reasons why each skier was not achieving the objective and designed a progression to meet each skier's individual needs.
3. You provided feedback and direction specific to each individual skier.
4. You provided accurate descriptions and demonstrations.
5. You moved the group. Everyone got many opportunities to ski through what you were asking them to do.
6. You brought the focus of each task back to a real skiing situation.
7. You checked for understanding through observation and questioning.
8. You summarized the lesson concisely and accurately.

9. You improved each student's ability to ski in the bumps.

Teaching Format

Teaching will be examined by the following method:

- Take your fellow candidates and work to improve skill deficiencies
- Observe a skier on the hill, develop and deliver to the group a lesson plan to address skill deficiencies
- Candidates will be broken into two small groups with one examiner each in the morning and will switch examiners in the afternoon

Candidates should be prepared to teach a minimum of two times. Teaching segments can last in length from 10-30 minutes. If an Examiner asks a candidate to wrap up the teaching segment, it is NOT a reflection of the grade. Do not assume you have done something wrong! Each candidate will teach a minimum of two times and participate in movement analysis. The examiner will be adhering to a limited time schedule, and it is important to keep the process moving. Please ask for clarification if you have concerns.

Using information from Levels 1-9, candidates would work with 2-3 fellow candidates and develop a lesson from the skill deficiencies in the group. "Using the skiing tasks and drills in a progressive fashion, the candidate would work with the assigned candidates. The lesson plan may be as short as 10 minutes or as long as 30 minutes. It is not necessary to fill the entire time. It is imperative to follow the Level III National Teaching Outcomes, the Level III testing criteria on the score card, and give a good lesson.

*Note: Level III candidates are required to work with their peers on skill improvement Levels 1-9. As with any ski instruction, improvement of the student is the goal. Your grade is contingent on whether or not you applied the Level III National Teaching Outcomes, the PSIA-NW testing criteria, and delivered a good lesson. In doing so, the student should demonstrate newly acquired knowledge and skills. You are not being graded on whether or not your fellow candidate "improved." You are being graded on whether or not you delivered a ski lesson at the Level III standard per the National Outcomes and PSIA-NW Level III testing criteria. In doing so, you should have guided your students toward an outcome and a goal.

Professional Knowledge

This grade is determined by what the candidate says about ski technique and the development of skiing skills. Examiners may gather information concerning the candidate's professional knowledge by observing their teaching at different levels, by emphasizing different skills, by listening to group discussions about the variety of topics brought up in the exam, and by the question and answer process. Candidates may be asked to evaluate the skiing of other candidates, public skiers, or do a self-evaluation.

Certification candidates should know their ski school progression, be knowledgeable of all ATS concepts, particularly the relationship between the skills of balance, edging, pressure and rotary movements. Candidates should be able to accurately describe cause and effect as it relates to different skiers in varying terrain and conditions. Other categories from where technical understanding may be obtained, are: skiing mechanics, skiing dynamics, and equipment knowledge.

Refund Policy

No refunds will be given to candidates once the exam groups are set and confirmation notices have been sent unless a candidate is injured prior to the exam. If a candidate is injured prior to the exam, a written request for a refund, accompanied by a medical doctor's statement must be submitted to the PSlA-NW office. A service charge of $20.00 will be made on all refunds.

Education Credit

All instructors taking the Certified Level III exam will be given one year of education credit for each module taken. This will satisfy the PSIA-NW educational requirement for maintaining a Certified status, whether or not you pass the exam.

Reciprocity

VISITING INSTRUCTORS: PSIA-NW maintains the right to refuse visiting instructors the opportunity to take the PSIA-NW certification exams. However, the general guidelines for visiting instructors are listed below.

1. INSTRUCTORS MUST PRE-ARRANGE with Certification Vice President the taking of the written exam portion of the Professional Knowledge module before being allowed to take the on-snow modules.

2. PSIA MEMBERS FROM OTHER DIVISIONS may take the PSIA-NW exam providing they have written permission from their Ski School Director and the Certification Vice President of the home division. The "home division" is defined as the one in which the instructor is currently teaching. Instructors do not have to join the division hosting the exam. The results will be passed on to the home division which will issue the new ranking if the candidate passed and also issue the appropriate pin.

3. FOREIGN INSTRUCTORS, upon satisfying PSIA-NW divisional requirements, may bypass the Certified Level II and take the Certified Level III Exam providing they have a Certified Level II.

Reinstatement Policy

Former or current PSIA-NW members requesting reinstatement of their prior certification level will need to make application and successfully complete the following requirements:

Dues: Alpine pays current PSIA-NW and PSIA dues, and up to a maximum of two years PSIA-NW back dues if applicable.

Ski School Recommendation: The current Training Director must submit a written recommendation for the individuals reinstatement.

On-Snow Assessment: The reinstatement assessment will be conducted to determine the qualifications of the candidate to meet the established exam standards. The standards are outlined in the National Certification Standards and Outcomes.

- Participate in a reinstatement assessment format, which is a one-day on snow session at an Exam Checkpoint Clinic. A one-year educational credit will be earned.

- Reinstatement will be at the individuals current assessed level; Certified Level I, II, or III.

Written Exam: A written exam will be administered at the Exam Checkpoint Clinic after your evaluation. See your newsletter for dates and times.

Certification Exam Assessment Sheets

The following pages are the assessment sheets and criteria that the examiners use during the certification exams.

PSIA-NW Assessment Sheet – Alpine

Level III Skiing

Professional Ski Instructors of America - Northwest Division

Final Result _____

Candidate _____ Group # ____

Examiner/Accreditor _____ Date _____ Location _____

Candidates are required to demonstrate the following tasks. One score may be discarded from this section. All remaining tasks require a passing grade to pass the module.

P/FQ		*Efficient Movements*	*Inefficient Movements*
_____	Short radius turns	_____	
		_____	
_____	Medium radius turns	_____	
		_____	
_____	Bumps	_____	
		_____	
_____	Variable conditions	_____	
		_____	
_____	Medium radius turns in the bumps	_____	
		_____	
_____	Two footed hop turns	_____	
		_____	
_____	Skate downhill	_____	
		_____	
_____	Ski on one ski	_____	
		_____	
_____	Braking and gliding turns	_____	
		_____	

Comments:

_____

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Revised 10/22/99

Efficient Body Movements in Skiing

Visual Cues

This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. This guide is not intended to describe every movement and position that very high level skiers pass through in the extreme situations of World Cup racing and mogul skiing. It does define the basics of skiing that should be the foundation of movement for all skiers, whether they are recreational skiers, instructors, racers, bump skiers, or even extreme free skiers.

A. *Flex and extend your ankles, knees, hips, and spine to balance over the whole foot as you control pressure on the skis so you can flow with the terrain.*
   1. The outside ski bends from the middle.
   2. The shins maintain contact with both boot tongues.
   3. The body flows continuously with the skis.
   4. The skis flow over the terrain.
   5. The skier exhibits fluid motion as a result of continuous and coordinated movement at joints.

B. *Use diagonal (forward and lateral) movements of the feet, legs, and hips to engage and release the edges of the skis.*
   1. The skis tip on edge early in a turn.
   2. The shins contact both boot shafts forward and laterally.
   3. The edges are released and engaged with one smooth movement.
   4. Ski lead change occurs before you enter the fall line.

C. *Direct your balance to the outside ski in a turn.*

1. The outside ski bends more than the inside ski in a turn.
2. The shoulders stay level to the horizon or they level out through the turn.
3. The inside half of the body leads the outside half through the turn.
4. The inside leg is flexed more than the outside leg in a turn.

D. *Turn your legs under your body to help you guide the skis through a turn.*
1. The legs turn more than the upper body.
2. Turning movements originate in the feet and legs.
3. The upper body is stable and quiet.

E. *Direct your upper body and swing your pole to flow with the skis through turns.*
1. The hands are forward.
2. The inside hand, shoulder, and hip lead through a turn.
3. The shoulders are forward of the hips.
4. The pole swings smoothly in the intended direction of travel.
5. Vision is forward and the eyes look to the intended direction of travel.
6. Pole touch/plant complement the desired turning outcome.

Mechanical elements do not in themselves make a great skier. They merely create a foundation for that intangible quality of "touch" - that is, the profound connection of the skier with the skis, snow, momentum, and the mountain.

3/2/99

Inefficient Body Movements in Skiing

Visual Cues

F. *Balance is not maintained over the whole foot and flow over terrain is lacking.*
1. The knees and hips flex without ankle flex. The hips are continuously behind the feet.
2. The ankles are over-flexed with the mass continuously in front of the feet.
3. The legs are continuously flexed with no lengthening of the legs during turns.
4. Extension is primarily vertical, leading the late edge engagement.

G. *The skis' edges are not engaged and released efficiently.*
1. The upper body tips to engage the edges.
2. Edging is primarily from the knee without involving the whole leg.
3. Edges are released with a vertical movement instead of a lateral movement.
4. The edge is released with a continuous lifting of the downhill ski.
5. The hips are too far inside a turn too soon, causing a lack of progressive edging movements because the skier is over-committed early in a turn.
6. The edge set interrupts the gliding and guiding of the skis.

H. *Balance is not directed over the outside ski.*
1. The inside ski bends as much or more than the outside ski in a turn.
2. The inside hand is continuously lower than the outside hand in a turn.
3. The inside hand is back.
4. The outside ski runs straighter than inside ski, the outside ski does not "come around."
5. The shoulders are always tipped in and never level out relative to the horizon.

I. *The legs are not moving under the body to guide the skis through a turn.*

1. The shoulders and torso initiate turning of the skis.
2. The hips initiate turning of the skis.
3. The outside hand crosses the body.
4. Pivoting of the skis is uncontrolled.

J. *Balance is not being directed throughout the turn.*

1. The pole swing is late, non-existent, or erratic.
2. The body does not flow down the hill but continuously hangs back or clings to the hill and the previous turn.
3. The hands are low or behind the shoulders.
4. The line of vision is downward and/or not in the desired direction of travel.
5. The pole touch/plant interfere with the desired turning actions.

Great skiers may pass through any of these movements or characteristics in isolated instances, especially to recover their balance while pushing the envelope of speed and intensity. Consistent use of any of the above actions should lead us to look for reasons why a skier is making inefficient and ineffective movements.

3/2/99

PSIA-NW Assessment Sheet - Alpine

Professional Ski Instructors of America - NW Division

Level III

Teaching/Professional Knowledge

Written Test Result_____ **On-Snow Result_____** **FINAL RESULT _____**

Candidate _____ Group # _____

Examiner/Accreditor _____ Date _____ Location _____

TEACHING

Candidates are required to demonstrate the following tasks in order to pass.

P/FQ

_____ Effectively directs group activities and attention_____
_____ Matches teaching style to learning styles_____
_____ Shows progressive exercise line_____
_____ Uses the Teaching Model_____
_____ 15 minute teaching session-peer teaching, ski improvement_____
_____ Shows two age specific approaches to build the same skill_____
_____ Shows different methods, tasks & skiing situations to build the same skill_____
_____ Accurate ski demonstrations_____

PROFESSIONAL KNOWLEDGE

Candidates are required to demonstrate the following tasks in order to pass.

P/FQ

_____ **Identify fundamental skills through dynamic parallel, most terrain and conditions*_____**
_____ **Describe skills and skill differences through dynamic parallel, most terrain and conditions*_____**
_____ Describe Common Skill features through dynamic parallel, most terrain and conditions_____
_____ Recognize common skills in fellow candidates and skiing public_____
_____ **Describe skill usage present in fellow candidates*_____**
_____ Determine course of action to improve skill usage for a fellow candidate_____

*** Highlighted topics assessed via teaching and group discussion.**

Comments:_____

_____

_____

_____

Reference Materials

Books

Skiing and Art of Technique, Joubert
Mastering the Mountain, Snellman
Joy and Sadness in Children's Sports, Martens
In Pursuit of Excellence, Orlick
Breakthrough on Skiis, Tejada, Flores
It Started In The Mountains, Lucas
Skiing and the Art of Carving, Post Foster
Technical Skills for Alpine Skiing, Post Foster

Manuals

PSIA-NW Teaching Manual, Kane
PSIA-NW Racing and Gate Running, Kane
PSIA-NW Gate Drills
PSIA-NW Teaching Skiing to Children Both Young and Old, Lucas
PSIA-NW Guide for Teaching Kids to Ski, Sutherland
PSIA Captain Zembo's Ski Teaching Guide for Kids, Alderson
PSIA Introduction to Teaching, Wagnon
PSIA ATS (Strategies for Teaching)
PSIA ATS Handbook for Ski Teaching (4x6")
PSIA Teaching Concepts (ATM 3) Alpine
PSIA ATS III Alpine Skiing Manual
PSIA ATS Alpine Study Guides - Levels I, II, & III
PSIA Children's Instruction Manual
PSIA Alpine Entry Level Guide for Children's Instruction

Videos

Sybervision - Fundamentals of Downhill Skiing, Tusted Ryman, Killey...60 min.

Sybervision - Black Diamond Skiing, Ryman, Husted...60 min.

Skiing with Style - The Parallel Turn...60 min.

PSIA Alpine Skiing Volume I

PSIA Alpine Skiing Volume II

PSIA Alpine References - 1996

PSIA Centerline National Standards, Post, Petrick, Warren...20 min.

Teaching Children to Ski, EPSIA-Education Foundation...30 min.

USSCA Downhill/Tactic/Technique, Mahre twins...55 min.

Ski Sense and Safety, NSAA...20 min.

The Other Curriculum...30 min.

PSIA Images...12 min.

Movement Patterns in Children's Skiing (with study guide)...20 min.

Theory into Practice, Effective Ski Instruction, Taylor...40 min.

PSIA-NW Skiing Tasks - 1998

Study Questions

Study Questions

An excellent way to find out if you have a comprehensive enough understanding of ATS is to test yourself on the following study questions. They are designed to enhance your knowledge, increase your curiosity, and help you prepare in detail for the certification exams. The difficulty of the questions varies from fairly basic to ones which you may not have the vaguest idea how to answer. The suggested resource materials are the ATS Study Guides (Levels I, II, and III), your ski school training clinics, and divisional clinics.

Technical/Mechanical

1. List the four primary skiing skills.
2. What is ATS? What are the three main components ATS?
3. Explain the Center Line concept.
4. What are the Center Line Reference Points? Name them.
5. Explain the skills concept. What part does skill development play in ATS?
6. What does the term, "common skill features" mean?
7. How are the Center Line, the skills concept, and the common skill features related?
8. What is lateral learning? What is its value? Give examples.
9. What characterizes an effective skiing stance?
10. What is angulation and what part does it play in skiing?
11. What is inclination and how is it used?
12. List several ways to vary the degree of edging in a turn.
13. As speed, rate of directional change, and pressure increases in a turn, how does the body adapt to effectively balance against the forces created?
14. Describe the difference between sliding, slipping, and skidding.
15. How does a higher or lower stance affect the application of skills?
16. How does excessive upper body rotation affect the turn?
17. What part does flexion/extension of the legs play in making a turn?
18. Describe skiing situations where the body crosses over the skis or the skis cross under the body.
19. What role does the inside ski play, relative to the four primary skiing skills?
20. What is the effect of lifting the inside ski during a turn?
21. How does the amount of hip and knee angulation differ from short radius to long radius turns?
22. What is the most important joint in the body for maintaining balance?

23. Where is the center of gravity in the human body?
24. List the fundamental differences between pivoting and carving.
25. What is an exercise line?
26. What is a progression?
27. Why does weight transfer minimize the need for strong unweighting?
28. When might it be efficient to unweight your skis? Explain ways in which this can be accomplished.
29. Explain different types of turn initiation mechanics and give examples of each.
30. How does the speed of rotary movements (steering/pivoting) affect the radius of a turn?
31. What is the value of establishing a twisted relationship between the upper and lower body in preparation for a turn? Describe how this is established in linked long and linked short radius turns.
32. What are some of the basic differences between short and long radius turns which are performed on a groomed, moderately steep slope, at the about the same speed?
33. List several possible causes of losing pressure on the outside ski during a medium radius turn.
34. What often causes a ski to chatter during the controlling phase of a turn made on ice?
35. How does the line the body takes vary from the line the skis take in reference to short, medium, and long radius turns?
36. What are some characteristics of modem racing technique that are seen in ATS?

Teaching/Methodology

1. What is the philosophy of the PSIA Teaching Model? What are the main components of the model?
2. What does "teaching to all senses" imply?
3. What characterizes an effective demonstration?
4. What are some ways to increase the student’s observation of demonstrations?
5. How can a teacher effectively check for understanding?
6. List several different types of feedback. Explain each, and give a situation where each would be most effective.
7. What is pacing?
8. What does it mean to use "tactics" while skiing?
9. Explain the concept of reinforcement. Why is it important? Give examples.
10. What are metaphors? How can they be used in ski teaching?

11. What is the difference between habitual and perceptual skills? How are each learned? What role do they play in ski teaching?
12. Why is cooperative goal setting effective in teaching?
13. What are the advantages of working with one or two clear, concise goals or objectives rather than a larger number of goals?
14. Name six teaching styles. Discuss the characteristics and advantages of each.
15. List the important ingredients of a good lesson plan.
16. In order of importance, list 4 factors you consider in terrain selection.
17. Give some examples of how terrain can aid an exercise or maneuver.
18. How do snow conditions effect your teaching game plan?
19. Mental rehearsal/imagery/visualization. How might these concepts help one's performance? Outline the steps you follow in analyzing another skier's performance.
20. How can you determine the correct starting point for beginning a lesson? Discuss the following learning styles: Doers, Thinkers, Watchers, Feelers. How would you adjust a group lesson to satisfy these different learning styles?
21. Why is student perception more important than instructor input?
22. Why is it advisable to stop an activity at the highest point of excitement or success?
23. What are the advantages and disadvantages of competition within the context of a ski class?
24. What is the purpose of warm-up exercises and stretching?
25. Give some examples of how terrain can aid an exercise or maneuver.
26. What are several ways a large group (over 20) can be organized and taught? What symptoms may become apparent when a student is pushed too fast?
27. How may waiting time (lift lines, before total class gathers, waiting for slow student) be used as a teaching/learning time?
28. How may a cross-country skiing experience accelerate the learning rate of alpine skiers?

Safety/Risk Management

1. What is risk awareness? What is safety education?
2. What role do you, as a ski teacher, play in risk awareness and safety education?
3. "Safety, fun, and learning." Comment on this phrase.
4. List seven points of "Your Responsibility Code".
5. Describe the shape and color of the signs that comprise the International Trail Marking System. Briefly describe how one should interpret the signs.
6. List several factors that might contribute to fatigue.

7. List several potential safety hazards that might be present on the average slope or trail.
8. Give 5 safety tips that might be appropriate for any class.
9. What are the symptoms of fear in students? What are some causes of fear and anxiety?
10. If a student is injured in class, what procedures should be followed?
11. What are the symptoms of frostbite? What steps can be taken to prevent it? How should it be treated?
12. What are the symptoms of hypothermia? What steps can be taken to prevent it? How should it be treated?
13. List some potentially dangerous stopping places which should be avoided.

History/Organization

1. List five trends which currently affect the ski and resort industries.
2. When it was first evolving, what were some of the major differences between ATS and previous ski teaching philosophies?
3. How have ski technology and ski technique influenced one another over the years?
4. How many Divisions form PSIA, and what is the basis for these Divisions?
5. How many Regions are there in PSIA-NW?
6. What do the following initials stand for? USIA, ASF, ISIA, FIS, NSP, USSA, USSCA
7. Provide any information you can (people, places, dates, reasons, etc.) about the following:
   - The first organized ski school in the U.S.
   - The first certification for ski teachers in the U.S.
   - The formation of PSIA
   - The formation of PSIA-NW

Equipment Knowledge

1. What are the parts of the ski?
2. What are the functions of camber, reverse camber, and sidecut?
3. How does the longitudinal and torsional flexibility of the ski affect turning, edging, and pressure control?
4. What are the advantages of shorter skis and longer skis relative to turning, balance, stability, speed, safety, and learning rates?
5. What factors determine where the edges are sharpened or dulled?
6. What are the advantages and disadvantages of keeping the running surface of the ski slightly convex or flat? Relate to purpose.
7. What is the function of orthodics?

8. What is the purpose of canting? List several clues which occur during skiing that might indicate canting may be necessary.

9. What are the advantages and disadvantages of soft and firm flexing boots?

Children

1. What are the three components of the CAP Model? What parts of the student profile does each component help instructors identify? (pg. 6-8, PSIA Children's Instruction Manual)

2. What are important points to consider when giving feedback and positive reinforcement to students? (pg. 34-35, CIM)

3. At what age is it appropriate to use visualization when teaching children? Why? (pg. 20-11, CIM)

4. What are components of successful kids class organization? (Zembo)

5. How does the location of young children's center of mass effect their ability to achieve a balanced stance? (pg. 15-17, CIM)

6. How does coordination develop in children and what are important considerations for children at each stage of development? (pg. 18-19, CIM)

7. Describe appropriate ways to introduce tasks that help students develop movement skills. (pg. 19, CIM)

8. How does laterality effect a child's ability to perform skiing-related movements? (pg. 11 & 19, CIM)

9. Describe Piaget's four stages of cognitive development. At what ages do children pass through each stage, and how do they change as they mature through the stages of development? (pg. 9-11, CIM)

10. How does a child's stage of cognitive development effect how an instructor should provide information during a lesson? (pg. 9-11, CIM)

11. What are important components of affective (social/emotional) development to consider when planning a children's lesson? Briefly describe each point. (pg. 12-15, CIM)

12. How do children's perception of rules and competition change as they mature? (pg. 12-15, CIM)

13. What are the steps for learning motor skills? How can transfer of learning enhance these steps? (pg. 22-23, CIM)

14. What are the four learning preferences? Describe different ways to present a task for each preference. (pg. 23-25, CIM)

15. List the seven ways people are smart. How can you use the multiple intelligences to make your lessons more effective for all your students? (pg. 25-29, CIM)

16. What can you do to make sure your students physiological, safety and security needs are met? Why is it important to address these needs in order for them to learn? (pg. 28-29, CIM)

17. How can you help children understand and use the Skier's Responsibility Code? (pg. 30, CIM)
18. Give an example of an activity or game, what skills it develops and for what age it is appropriate.

Movement Analysis

Listed below are some behaviors we commonly see in skiers. If we consider the behaviors to be deficiencies, what learning situations might a ski teacher set up to improve the performance of students with the listed behaviors?

The Skier

1. Makes sharp, angular turns
2. Abstems
3. Lacks speed control; does not complete turns
4. Uses excessive upper body rotation
5. Shows insufficient angulation
6. Lacks sufficient upper/lower body separation
7. Tips into hill, particularly at end of turn
8. Has to stem outside ski to begin parallel turn
9. Cannot hold an edge on ice
10. Lacks rhythm and flow from turn to turn
11. Lacks sufficient flexion and extension movements
12. Has a stiff outside leg throughout the turn
13. Crosses his/her tips quite frequently
14. Sits back
15. Shows excessive edge/pressure orientation
16. Uses excessive pivoting
17. Uses excessive movements of the arms and upper body
18. Cannot ski powder
19. Cannot ski intermediate bumps
20. Throws the outside hip out at the beginning

PSIA-NW Examiner and Training Examiner Standards

PSIA-NW Examiner and Training Examiner Standards

Entry Criteria: All instructors wanting to apply for an Examiner Trainee position must have been an active (working a minimum of three divisional events per season) Divisional Clinic Leader for at least two years and meet the following outcomes. Examiners transferring from other divisions must join PSIA-NW and demonstrate that they meet the PSIA-NW standards as outlined for divisional clinic leaders and examiners in this document.

Category IV: Candidate Validation

A. Skiing: "The examiner is able to..."

1. Know all the standards for Certification Levels I, II and III as stated in this document.
2. Ascertain an exam candidate's level of performance as compared to the prescribed standard.
3. Determine specific skills that are lacking and provide relevant feedback in terms of performance as it relates to the standard.
4. Set up situations that allow candidate success, such as utilizing appropriate terrain, providing adequate lead-in time and warm-up, and allowing second chances for performance when necessary.
5. Provide appropriate demonstrations and images for candidates in all tasks throughout the exam.
6. Maintain appropriate levels of difficulty in all assigned tasks as outlined in this document.
7. Score candidates appropriately to their Certification Level I, II or III and uphold the prescribed standard without compromise.
8. Provide appropriate written feedback that targets candidates' strengths and weaknesses in a fair, concise and accurate manner.

B. Teaching: "The examiner is able to..."

1. Ascertain an exam candidate's level of knowledge about teaching through questioning techniques that are geared to the appropriate Level: I, II, or III.
2. Set up teaching situations from the movement analysis session that reflect the appropriate Level: I, II or III and determine the candidate's decision-making process when working with students.
3. Ask appropriate teaching-related questions that allow candidates to expand on relevant teaching concepts, such as lateral learning, dealing with ability splits, working with special groups, dealing with a variety of snow conditions or terrain.
4. Score candidates appropriately relevant to Certification Levels I, II and III as prescribed in this document.
5. Uphold the standards for all levels of Certification.
6. Provide appropriate written feedback regarding a candidate's strengths and weaknesses with teaching skill in a fair, concise and accurate manner.

C. Professional Knowledge: "The examiner is able to..."

1. Ask open-ended questions of the appropriate Level I, II or III that allows exam candidates the opportunity to share their knowledge and understanding of technical topics.

2. Provide equal opportunity for members of an exam group to share their ideas, including open-ended discussion, as well as, asking specific individuals to comment.
3. Adhere to the technical Levels: I, II and III, and uphold the standards.
4. Listen for content and intention rather than specific words or personal bias in technical concepts.
5. Create and guide open discussion forums so that they have direction and relevant conclusions.
6. Create technical discussions with each individual in the exam group.
7. Provide appropriate written feedback regarding the candidate's strengths and weaknesses in technical understanding in a fair, concise and accurate manner.

D. Group Handling: "The examiner is able to ..."

1. Create a friendly atmosphere in exam situations.
2. Provide a fair and accurate assessment of each individual in all test situations.
3. Provide adequate warm-up and appropriate terrain in all skiing situations.
4. Outline the exam session and set expectations for the candidates regarding time-frames, results and other relevant information.
5. Provide appropriate levels of assessment in skiing, teaching and professional knowledge as outlined in this document.
6. Provide relevant, specific written feedback to all exam candidates.
7. Provide one-on-one discussions with all exam candidates after the results.
8. Set up each situation during the exam with adequate lead-in so that candidates are fully aware of what will happen next. No surprises.
9. Conduct the exam in a non-intimidating, candidate-centered manner that allows participants to show what they know.